

Barrington Public Schools

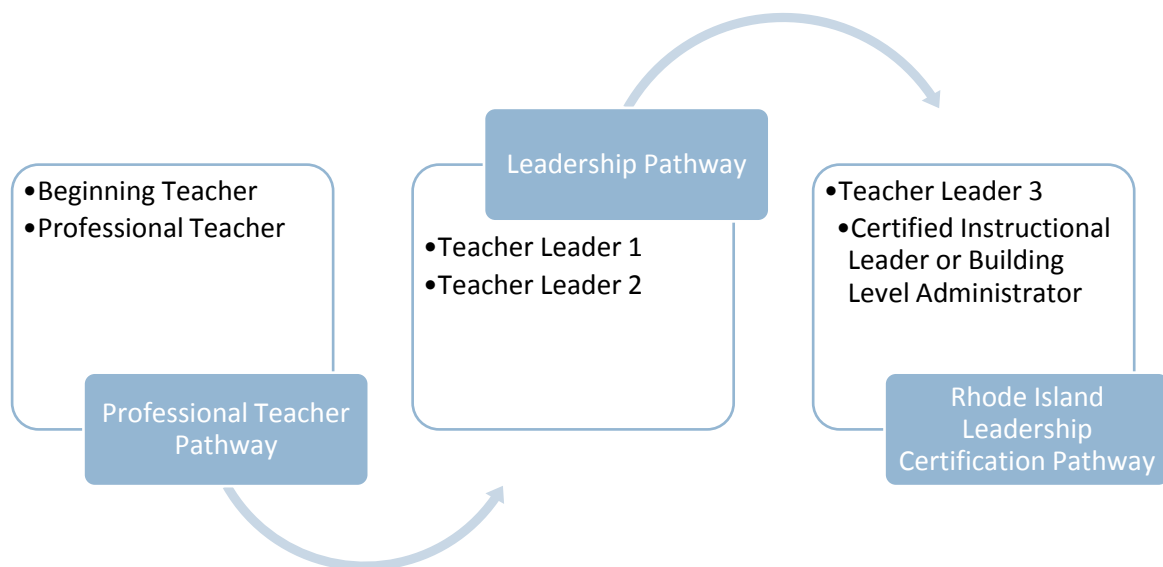
LEAPP Program

A program designed to recognize and reward teachers who demonstrate exemplary performance. The Lead, Educate, and Promote the Profession (LEAPP) program creates a pathway for Barrington teachers to develop new knowledge and skills that will prepare them for leadership responsibilities within the district as a teacher leader, in an instructional leadership position, or as a principal.

The Project

Leadership Pathways

Barrington Public Schools has developed a program that creates new pathways to leadership within the district for teachers who have demonstrated exemplary performance.



All of Barrington's teachers are currently in a Professional Teacher Pathway, either as beginning teachers or experienced/professional teachers. This program creates new career options for qualified teachers by offering a leadership pathway that provides training for leadership roles within their school and/or district.

The distinction of being a “Barrington Teacher Leader” presents a new career pathway for teachers. Teachers begin this process at the Teacher Leader 1(TL1) stage. Upon successfully completing core requirements, including training and working on leadership projects, they progress to the Teacher Leader 2(TL2) stage. Once teachers complete the Barrington experiences they may elect to pursue advanced certification as an Instructional Leader or a Building Level Administrator through Rhode Island certification programs. The LEAPP program provides a foundation for these advanced certifications by providing teachers with the opportunity to pursue new leadership roles with the support of the district. The district benefits throughout the program by developing a cadre of teacher leaders who can direct and support district initiatives. The chart below illustrates the pathways that are being created in Barrington.

Program Development

Barrington Public Schools (BPS)

Barrington is a suburban, residential community with a population of 16,310, located ten miles southeast of the state’s capital city, Providence, Rhode Island. Barrington Public Schools serve more than 3,300 students. The Barrington School District is considered to be one of the top school systems in the state and all six district schools consistently score at or near the top in categories measured by the Rhode Island Department of Education.

The Challenge

The district’s superintendent saw district leadership as a critical component in implementing the district’s strategic plan. His vision for leadership within the district included the following principles:

- District leadership needs demand a broad distribution of leaders across buildings and positions within the district.
- Leadership should be diffuse and integrated with the priorities of the district – it should not be exclusively exercised by individuals who hold positions with leadership titles and contracted stipends.
- District initiatives call for leadership from classroom teachers, not just from administrators.
- Teacher leaders must first be instructional leaders in their own classrooms.
- Teacher leaders can lead district initiatives and assume responsibility for providing professional development for their colleagues.
- The district should assume responsibility for preparing teachers for leadership roles and responsibilities and provide opportunities for them to develop their capacity as leaders.
- Preparation of district leaders should be grounded in district priorities and initiatives identified in the district’s strategic plan.
- There should be opportunities to recognize and reward those educators who assume added responsibility for district leadership.
- Leadership opportunities need not take the best teachers out of classrooms – many leadership needs are not full-time positions, but are durational and can complement the work of a classroom teacher.
- Teachers who do want to progress to more administrative roles (e.g., building level administrator) should have the opportunity to develop leadership skills and experiences that can inform their own decisions about administrative pathways.

Realization of this vision would require several significant changes in policy and practice in the district. The district found itself calling on the same teachers repeatedly to lead key curriculum development and

implementation. There was no systematic process for identifying and nurturing teachers who wanted to follow a pathway to leadership. In some instances contract language created barriers to making changes in the selection of staff for paid leadership roles. Most formal leadership positions (e.g., department chair, head teacher) were rooted in seniority. The superintendent saw the compensation reform grant as a vehicle, coupled with other district initiatives, to begin to further refine and implement his vision for district leadership.

The Process

The superintendent convened a leadership team composed of central office administrators, including the Director of Administration & Finance, the Director of Curriculum & Instruction, the Director of Special Education & Pupil Personnel Services, and the Director of Technology. This team assumed responsibility for drafting the overall structure and direction of the LEAPP program. The team reviewed a variety of models for teacher career pathways, including models that led to differentiated roles within schools and districts and models that focused on differentiated compensation. The team identified models in which advancement qualifies teachers for additional roles and responsibilities as the best fit for the emerging Barrington model.

The Central Office team drafted a general model for a multi-year pathway recognizing it would only be able to develop the first year of the program through this grant. That draft model was shared with a broader district-wide team that included principals, teachers, and union representation. The model was refined based on the team's feedback before it was publicized within the district.

Concurrent with the development of the LEAPP program, the district made a commitment to strengthening leadership within the district and was secured a contractor to work with central office leadership and the building level administrators on leadership skills and implementation of the district's strategic plan. The contractor's scope of work was expanded to include work with LEAPP. The decision was made to integrate the two initiatives as a way to develop a coherent approach to improving district leadership grounded in current district work.

Program Details, Decisions, Insights, and Resources

Initial Recommendations

- The program should be designed as a multi-year, multi-step process, even though the grant would only support the first year.
- The pathway should reflect options that keep excellent teachers in the classroom as teachers while opening new opportunities for leadership within the district. It should have an option that would allow teachers to explore administrator pathways.
- The development, piloting, and implementation of the program should be integrated with other district initiatives as part of a coherent approach to district improvement.
- Compensation should be viewed broadly. The design should be a pathway towards leadership opportunities and roles. Recognizing exemplary educators and providing them with professional development in the area of leadership and engagement in leadership roles in district initiatives would be a form of compensation. Achievement of Teacher Leader status would be viewed as a qualification for positions that yield additional monetary compensation.
- The program should be voluntary and should initially be open to a small cohort of exemplary educators who have demonstrated their work in the district merits the opportunity to pursue the pathway.

- Contract negotiations should include changes necessary to support a new career pathway.

The Leadership Pathway: Recognition, Responsibility, and Compensation

Rhode Island Evaluation System Standards expect districts to recognize and capitalize on exemplary educators. In standard 3.4 RIDE indicated that *district educator evaluation systems should “include a process to identify individual and groups of district educators who demonstrate exemplary professional practice, impact on student learning, and/or professional responsibilities and who contribute in measurable ways to district improvement. The district identifies ways to recognize and capitalize on their talents through differentiated roles and responsibilities, formal recognition, and/or other incentives.”* The LEAPP Program was designed in a way that addresses the spirit of this standard.

The Leadership Pathway within Barrington is a two-year process leading to the designation of Barrington Teacher Leader. Educators selected for the program are designated Teacher Leader 1(TL1) or Teacher Leader 2(TL2) depending on their status as a first or second year participant. Upon completion of the LEAPP Program teachers may seek recognition at a state or national level as instructional or administrator leaders through Rhode Island or National Board certification.

Application and Acceptance into LEAPP

Any Barrington teacher could apply to the program. Participation was entirely voluntary. A cohort of 22 educators was selected from 25 applicants for the initial 2013-2014 TL1 Cohort. The selection was based on:

- Exhibited exemplary practice
- Vision for change in the district
- Demonstrated characteristics of leadership beyond the classroom
- Evidence of being a lifelong learner

The selection process was completed in the spring of 2013. Interested educators completed an application that included evidence that supported each of the criteria and included verification of support from their building principal. A copy of the application, the principal recommendation form, and the rubric used by central office personnel are provided in Appendices 1, 2, and 3.

During the pilot year, Barrington elected to nominate individuals who were currently serving in designated leadership positions (e.g., Department Chairs, Team Leaders, Head Teachers) to pilot/develop the TL2 year of the program. A total of 13 educators comprised the TL2 Cohort for 2013-2014.

Commitment and Compensation

Teacher Leader 1

TL1's committed to meeting for approximately 35 hours of training over a 9 month period. The training focused on identifying and coaching on best practices in instruction, including classroom walkthrough processes, debriefing strategies, setting strategic goals, missioning, generating and posting data charts, and using PDSA (plan, do, study, act). All of the training and preparation was provided in the context of strengthening the Professional Learning Community (PLC) structures within the operation of schools. In addition to the training in best practices in instruction, TL1's made a commitment to serve on at least one school/district team providing leadership on key district initiatives (e.g., ELA or Math K-5 Curriculum implementation, District Educator Evaluation Committee, Department or Grade Level Teams, School Demonstration Teams). Each TL1 also committed to submitting an individual project in service to the district that could provide a vehicle for further developing individual leadership skills. Upon successful completion of

the first year of the program TL1's receive a stipend of \$1,500.00 and professional development credits and become eligible for the second year of the program.

Teacher Leader 2

TL2's made a comparable commitment for the same time period. The focus for TL2's was on developing a strong cadre of administrator and teacher leaders equipped to provide consistent leadership for implementation of a continuous improvement model, including using processes to monitor and coach implementation of district improvement initiatives. During the first year the TL2 Cohort members were trained in how to conduct walkthroughs in the classrooms of TL1's. Their training and preparation will be evaluated and the revised process will be implemented in 2014-2015 with the new group of TL2's. Upon successful completion of the "second year" of the program TL2's receive a stipend of \$1,500.00 and professional development credits.

Teacher Leader 3

Although the LEAPP program doesn't actually identify TL3's within the district, completion of the LEAPP program may lead some teachers to pursue state certification or National Board for Professional Teaching Standards certification in Instructional Leadership or Administrator Leadership.

Instructional Leadership Certification

RIDE will begin offering an Instructional Leader Certificate in 2015. This certificate will build from the national model Teacher Leader Standards that were developed in 2012. The standards are organized around the following seven domains:

- Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Accessing and Using Research to Improve Practice and Student Learning
- Promoting Professional Learning for Continuous Improvement
- Facilitating Improvements in Instruction and Student Learning
- Promoting the Use of Assessments and Data for School and District Improvement
- Improving Outreach and Collaboration with Families and Community
- Advocating for Student Learning and the Profession

This certificate will be voluntary in that it is not required by the state but designates individuals who have demonstrated preparation for the role of Instructional Leader. Teachers who complete the LEAPP program and who are interested in further developing their skills but who want to continue in a role that is predominantly classroom based may elect to pursue this certificate. Districts may elect to require Instructional Leadership or comparable certification for positions that carry additional compensation in the future.

Building Level Administrator Certification

RIDE also offers certification as a PK-12 Building Level Administrators. For individuals who complete the LEAPP program and have an interest in becoming a principal, they may elect to enroll in an approved program that leads to certification as an administrator.

Leadership Preparation Context and Process – Leadership Academies

Barrington elected to focus the pilot year work in its initiatives to strengthen leadership throughout the district. All building level principals, TL1's, and TL2's are participating in Leadership Academies that are

focused on developing the knowledge base of future leaders in the area of a systems approach to improvement with emphasis on strategic planning and process management. All of the work with the district's leadership consultant supports this overall goal. The work is further grounded in key district initiatives related to ELA and Math curriculum implementation, District Educator Evaluation work, and efforts to strengthen and provide a consistent approach to school-based PLCs. These initiatives reflect critical district needs that provide the context for the development of the district's principals and teacher leaders, thereby ensuring a systems approach to change that is responsive to the learning needs of the district and its aspiring leaders.

Balancing District Needs and Individual Needs

This program is designed to be responsive to the needs of the individuals as well as the district. On an annual basis Barrington Public Schools will identify any specific initiatives or programs that are district priorities and for which Teacher Leaders are needed in a given year. The need, the scope of responsibilities, and the nature of the type of leadership will vary on an annual basis and there may be times when no such need is identified. As a result, any assignments with stipends can be identified on an annual basis, a detailed written description of assignment responsibilities can be developed, and the duration of those responsibilities can be specified as annual. There is no guarantee that the special assignments will continue for each subsequent year.

Contractual Issues and Financial Compensation

Revisions to contracts and job postings

In preparation for developing the LEAPP Program the district examined the current teacher contract with NEA Barrington that was to end in 2013 paying close attention to how instructional leaders were selected and compensated. During the 2013 negotiations, the district worked to assure that qualification (i.e., education, training, experience, ability, certification, previous employment record, and specific requirements for the position) was the primary criterion in selecting candidates for posted positions. Language from the previous contract and the revised language for the contract that was negotiated in 2013 are provided in Appendix 4 to illustrate this key change.

BPS has begun the process of redrafting job descriptions and a preference for candidates who have participated in the district's LEAPP program is now included in the criteria for many leadership positions. An example of a recent posting for a ½ time Head Teacher is also included in Appendix 4 to illustrate how Barrington has made changes to link leadership positions to the new pathway for teachers.

A focus on compensation for specific responsibilities

BPS elected to use stipends for LEAPP participants to link compensation to additional work, not individual performance or a new salary lane for LEAPP completers. This approach ties monetary compensation to an actual change in responsibilities and provides the district with the flexibility to make changes annually based on district needs and resources. A number of leadership positions within the district carry specific annual compensation amounts in addition to teacher salaries (e.g., department chair, head teacher). Barrington anticipates that at some point in the future completion of LEAPP may be a requirement to qualify for these positions, which creates an indirect link between financial compensation for having completed the program and serving in one of these roles.

The Future of LEAPP

Barrington is looking for ways to sustain the LEAPP Program so that other teachers who meet the qualifications can participate in future cohorts. There is a commitment to continue work with this year's TL1's as they bring their learning to other classrooms. Barrington intends to provide TL1's with the

opportunity to engage with Solution Tree on the district's assessment work. The district will continue to call upon individuals who have participated in LEAPP as leadership opportunities present in the future. However, at the end of this year there is no plan to provide a specific curriculum for a second year of LEAPP for TL1's or to recruit a new group of TL1's. The TL2's for the pilot year were primarily selected from the ranks of individuals who held stipended leadership positions in their schools (e.g., curriculum leaders, department chairs). Barrington believes that as a result of LEAPP they return to these positions with new skills to support them in those roles.

Program Implementation

1. At the beginning of this grant there had been a significant change in leadership personnel in the district. The superintendent, one of the directors, and a majority of the principals were relatively new to their positions. The superintendent noted both a need and an opportunity to develop a more consistent approach to leadership within the district that was shared by this cadre of personnel and that was shared with leaders from the ranks of teachers. That set of circumstances created an emphasis on engagement in a system-wide strengthening of leadership throughout the district.
2. The inclusion of the Director of Administration and Finance in the design of the program provided the opportunity to anticipate future needs and begin to craft changes in the teacher contract that would remove impediments and possibly support new career pathways for teachers.
3. The emphasis within this program has remained on developing teachers as leaders in the classroom first with student achievement as the number one goal of instructional leaders.

Barrington's Reflections at the End of the Pilot

- The overarching goal/intent of this project was to review best-practice options for compensation reform as evidenced in districts throughout the country. The Barrington School Committee and teachers' union had recently negotiated a three-year contract, which included an agreement to review compensation reform models. Upon close scrutiny of models across the country, and the lack of evidence that compensation reform had a direct impact on student achievement, the central office leadership in consultation with a teacher leadership team opted to review its own data and current reality to define compensation reform in its own context.
- After close review of Barrington's strengths and needs, this committee came to the conclusion that compensation reform connected to student achievement required a commitment to professional development in the area of leadership for both existing and aspiring leaders within the district. Further, it was decided that to sustain this reform, close attention was necessary in the areas of recruitment, training, and retention of existing and aspiring leaders. To that end, the final product included a year long professional development series for potential teacher leaders and existing leaders grounded in student achievement and data, a review and re-write of job descriptions that involved leadership at all levels of the district, the creation of an interview rubric aligned to the Rhode Island Standards for Educational Leaders, and an increased commitment to create opportunities for teacher leadership through school and district teams.
- Throughout the process, we evaluated our progress and made adjustments accordingly. For example, our district had just recently implemented a strategic plan; however, the schools lacked aligned school improvement plans and teams. Out of necessity, and in an effort to develop educational leaders, we directed time and energy to ensuring the development and implementation

of these teams, plans, and processes to evaluate their progress. Further, we had originally intended on creating two cohorts that would meet separately based upon their level of experience as leaders. We shifted this plan and joined the cohorts, but met as elementary and secondary groups. We found it was essential to have the collective expertise and experience in the trainings to share consistent understandings and processes.

- At the end of the year, we had an opportunity to review the progress of the project and evaluate our next steps. We unanimously decided that this undertaking would require several more years to fully realize. As a result, we have begun planning year two of this project. Apropos of the plan, two teacher leaders have stepped forward to replace our external consultants, and to lead the next phase of the plan guided by the systems improvement work of Michael Fullan and the data based decision making research of John Hattie, and supported by district and building administrators. We are holding firm to the concept that to be a leader in education, you must be an educational leader. We will continue to utilize walkthroughs to evaluate our progress and to provide continuous feedback. We will continue to provide opportunities for teacher-led teams to meet, collaborate, and use a continuous improvement model to affect change. We will continue our hiring practices, giving preference to those that have engaged in and completed the leadership program using our aligned rubrics as a rating scale to select the successful candidate. We will continue to build leadership opportunities for teachers as a means of retention and to build our own capacity through the training of high-quality, internal leadership. We have found that these strategies, although not grounded in compensation connected to outcomes, have resulted in improved collaboration, calibration, communication, and capacity unlike the models we reviewed throughout the country.
- Although the final project and product went through a series of iterations and changes, we observe that our district has benefitted from the shared commitments, increased leadership capacity, reforms in hiring and retention practices, and common understanding that resulted. We know that we are poised to make significant changes to our compensation practices moving forward, and that practices currently under review include the decreased use of outside experts/consultants, the decreased reliance on pink slips to accomplish district work, and a change in the practice of stipends as a means of compensation.

How Other Districts Might Adopt or Adapt This Model

Barrington has taken one approach to developing a new pathway within the ranks of teachers. Other districts might replicate the approach while others might pursue a different route. Variations might include:

- Develop a different training approach. While BPS is focused on a single initiative with much of the training coming through immersion in new roles in the district, other districts could select an approach to training that identifies key knowledge or skills associated with leadership and provides direct instruction in those areas followed by opportunities to practice, develop, and improve skills in the area. The preparation/instruction might be focused on general leadership skills and then teacher leaders would apply the knowledge and skills in a variety of contexts and receive support and feedback on their “internship” in that area.
- Develop a differentiated approach to compensation. While BPS is focused on stipends as the financial compensation, other districts could elect to identify different “levels” within the teaching ranks (e.g., novice, professional, accomplished, and master) and differentiate compensation based on the category/level of “teacher” within a career path.

- Develop a different emphasis in standards. While BPS has shifted to primarily emphasize a subset of the Rhode Island Standards for Education Leaders, which are standards for administrators, other districts might align its program with the Model Standards for Teacher Leaders, which emphasize new roles for classroom teachers.

As districts review the Barrington model they may want to contrast it with the distinctive pathways of the Baltimore City Schools (standard, professional, model, and lead pathways) for teachers, or the categories of distinguished, exemplary, and master teachers in Harrison County (CO) that recognize excellence in the classroom, or the creation of specific roles based on district needs that was used in Toledo's (OH) TRACS Program. Several of these examples are highlighted on the RIDE website at <http://www.ride.ri.gov/TeachersAdministrators/OtherToolsInformation/PerformanceBasedCompensation.aspx>. There are many approaches to pathways and ladders within the profession. Barrington has designed a model specific to its needs. Other districts may adopt, adapt, or significantly redesign this model to respond to the culture and the needs of their own district.

For additional information contact:

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Director of Technology Katie Miller millerk@bpsmail.org

LEAPP -LEAD, EDUCATE, AND PROMOTE THE PROFESSION

APPLICATION

Please submit this completed application to the District Office no later than **June 1, 2013.** Incomplete applications will not be considered.

Applicant

Name: _____

School: _____ Grade/Dept _____

Years of teaching experience: Total _____ in Barrington _____

Use the sheets in this packet to submit your responses for items 2 through 5 below.

- 1) Your vision for change in the district (Limit – 3 pages)
- 2) Evidence of demonstrated leadership outside the classroom (Limit – 2 pages)
- 3) Evidence of being a lifelong learner (Limit – 2 pages)

Teacher Signature: _____ Date: _____

Statement of Support of Principal

Principal Name: _____

Signature: _____ Date: _____

Your vision for change in the district.

This statement will provide some insight into your potential to provide leadership within the district. Imagine that you were Superintendent for a day and could institute one initiative that would lead to a positive change in the district. What would you try to achieve? What would you change to help the district achieve that goal? Provide a brief description of how you would initiate the change? How would it evolve? What barriers would you anticipate to implementing the change? How would you address them? How would you know if you were successful? . ***(This Text May Be Deleted prior to submission.)***

Evidence of demonstrated leadership outside the classroom

Please describe examples of recent leadership experiences. Examples of leadership experience might include training colleagues on “SLOs”; organizing a professional book club around best practices in instruction; serving on and actively participating on a District-level committee or subcommittee, etc; service on a Building Leadership Team, service as a curriculum developer, or as a Department Chair. Use no less than 12 point font. ***(This Text May Be Deleted prior to submission.)***

Evidence of being a lifelong learner

Please provide evidence of your professional growth & development. You must have completed or be enrolled in classes/workshops that are focused on improving instruction within the last three years. Examples of lifelong learning include completing a workshop on the Response to Intervention model; taking an advanced degree course in technology; attending a conference on professional learning communities; or watching video tapes of one’s teaching to improve her practice. Use no less than 12 point font. ***(This Text May Be Deleted prior to submission.)***

Appendix 2: Recommendation

Lead, Educate, and Promote the Profession: Principal Recommendation

Teacher Name: _____ School: _____

Leadership:	Don't Know	Rarely ----- Frequently
Contributes to staff meetings in a way that positively affects the attitudes and abilities of others.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Mentors or coaches others.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assumes a leadership position or role in at least some aspect of school life.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Works to ensure the success of students and the organization by contributing time and resources outside of operational school hours.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Knows the goals and supports the philosophy and vision of the school and district and takes action to accomplish those goals.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Helps to effect change in ways that secure staff cooperation.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Challenges the status quo, seeking more effective ways to accomplish goals and improve the organization.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Contributes to the leadership density within the district by actively participating on committees and focus groups.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Demonstrates high standards of personal integrity and a commitment to a cause or an idea.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Lifelong Learning:	Don't Know	Rarely ----- Frequently
Actively seeks feedback in order to assess instructional strengths and areas for growth.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Takes advantage of multiple learning opportunities over a number of years, demonstrating a commitment to growth and mastery of the educational craft.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Reads educational articles or publications.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Positively influences the attitude of students and colleagues toward lifelong learning.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Reflects on personal behavior, abilities, and instruction in order to be challenged and to continue to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Has learned to incorporate technology into instruction in motivating, effective and meaningful ways.	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Contributes to the profession:	Don't Know	Rarely ----- Frequently

Develops and shares materials and resources with other teachers as well as contributes ideas and offers suggestions in order to improve instructional practices and expand capacity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offers ideas and exhibits constructive efforts toward advancing the goals of the team, department, or school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in and contributes to the professional development and growth of others in the school or district (i.e. presents at workshops, provides professional development at another school, etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates on multiple teams in order to improve student achievement and instructional practices within the school or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborates and exhibits active effort, in conjunction with school, district and community members, to improve or influence educational practices or policies that have an impact beyond the school or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serves as a contributing member, by presenting research, data, or other pertinent information toward the mission of committees or boards at the school or district level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates important efforts, activities or programs to solve significant problems or to improve professional practice among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Principal Signature: _____ Date: _____

Appendix 3: Rubric for Evaluating Applications

Barrington Public Schools

Rubric: LEAPP Application Review 2013-2014

LEAPP Review 2013-2014			
	Fair 1 pts	Good 2 pts	Excellent 3 pts
<p>Professional Responsibilities Involved and Engaged Standard 4: Education leaders ensure the success of each student by collaborating with stakeholders to respond to diverse community interests and needs and to mobilize community resources that improve student achievement.</p>	<p>Fair</p> <p>Educator participates only in required, and during the school day, activities. Educator has not participated on school or district leadership teams or PLCs beyond their grade level or subject area.</p>	<p>Good</p> <p>Educator participates in at least one optional activity beyond the scope of the school day designed at moving district initiatives forward. Educator has not participated on school or district leadership. Educator participates on at least one team or PLCs beyond their grade level or subject area.</p>	<p>Excellent</p> <p>Educator participates in activities beyond the scope of the school day designed at moving district initiatives forward. Educator has not participated on school or district leadership. Educator participates on teams or PLCs beyond their grade level or subject area.</p>
<p>Professional Responsibility Present</p>	<p>Fair</p> <p>Educator has an attendance record that reflects considerable time away from students.</p>	<p>Good</p> <p>Educator has an attendance record that reflects some time away from students.</p>	<p>Excellent</p> <p>Educator has an attendance record that reflects minimal time away from students.</p>
<p>Standard 1 Education leaders ensure student achievement by guiding the development, articulation, implementation, and sustenance of a shared vision of learning and setting high expectations for each student.</p>	<p>Fair</p> <p>Applicant's vision statement begins to create ideas toward achieving the district mission, vision, and goals, or, their vision does not expand beyond the classroom level.</p>	<p>Good</p> <p>Applicant's vision statement begins to create a clear and continuous improvement toward achieving the district mission, vision, and goals, or, their vision does not expand beyond the school level.</p>	<p>Excellent</p> <p>Applicant's vision statement creates a clear and continuous improvement toward achieving the district mission, vision, and goals.</p>
<p>Standard 5 Standard 5: Education leaders ensure the success of each student by modeling personal development, ethical behavior and acting with integrity.</p>	<p>Fair</p> <p>Educators minimally perform the work required for high levels of personal and organizational performance by acquiring new knowledge, skills, and capacities needed to fulfill responsibilities for accountability for student learning.</p>	<p>Good</p> <p>Educators sometimes perform the work required for high levels of personal and organizational performance by acquiring new knowledge, skills, and capacities needed to fulfill responsibilities for accountability for student learning.</p>	<p>Excellent</p> <p>Educators continuously and frequently and independently perform the work required for high levels of personal and organizational performance by acquiring new knowledge, skills, and capacities needed to fulfill responsibilities for accountability for student learning.</p>
<p>Recommendation</p>	<p>Fair</p> <p>Majority in sometimes to rarely, or no</p>	<p>Good</p> <p>Majority in Frequently to Often, and/or</p>	<p>Excellent</p> <p>Majority in Frequently and/or recommendation</p>

Appendix 4: Changes Made to Support The New Pathway

As Barrington negotiated its most recent Teacher Agreement, efforts were made to assure that selection of teachers for leadership positions within the district will be based on the requisite knowledge and skills for the positions. The changes to the contract that are illustrated below. These changes support the selection of individuals who have demonstrated experience through LEAPP over others who lack that level of preparation.

Old Contract through summer of 2013:

SECTION 4. When applicants are equally qualified in terms education, training, experience, ability and previous employment record, vacancies shall be filled on the basis of relative seniority.

New Contract negotiated in 2013 and now in effect:

SECTION 4. The most qualified applicant shall receive the position based upon education, training, experience, ability, certification, previous employment record and the specific requirements of the position to be filled. When applicants are equally qualified, vacancies shall be filled on the basis of work experience in the District. With respect to a potential recall to employment of an individual given notice of layoff, the District acknowledges that, absent compelling evidence, there is a presumption that said individual is the most qualified for the position from which he/she was laid off.

Sample of Posting of New Position that reflects changes in contract

BPS continues to support the transition to performance based compensation by selecting teachers for leadership positions who have been involved in the new leadership pathway. The position notice below includes a preference for a candidate who has participated in the LEAPP program (see final bullet under qualifications). A Head Teacher is a leadership position that includes additional compensation beyond the teacher's normal compensation.

TITLE:	Head Teachers Half-time – Hampden Meadows
QUALIFICATIONS:	Teaching certification in assigned curricular area Master's Degree or equivalent is desirable Work effectively with staff and administration At least five (5) years teaching experience Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable. Participation in the District's Leadership Program (LEAPP) preferred
REPORTS TO:	Principal and Superintendent
JOB GOAL:	Head Teacher Half-time is responsible for administrative work as assigned to him/her by the elementary school principal and Superintendent.

RESPONSIBILITIES:

- Helps manage the school building during the absence of the principal
- Informs the principal about concerns, actions initiated, and emerging issues.
- Provides appropriate student supervision
- Evaluates and recommends instructional materials for his/her department under the supervision of the Principal and Assistant Superintendent of Instruction.
- Provides leadership in curriculum development and implementation
- Assists in developing instructional groupings
- Assists in maintaining appropriate inventories for curriculum areas
- Insures that teacher duties are covered
- Works as an assistant to the principal to implement the BEP charge/change
- Participates in school based team meetings as requested by the Principal or Superintendent
- Serves as a liaison between administration and staff
- Provides leadership consistent with all aspects of RI Teacher Leadership standards
- Assumes other duties and responsibilities delegated to him/her by the principal or Superintendent of Schools.

EVALUATION: Article 15 of Agreement